

Better Homes and Centers



Michigan Department of
Social Services

Nutrition

Issue 33

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You and the parents of children in your care may find this article helpful in answering questions regarding mealtime. Feel free to share this with your parents.

A PLAN FOR MAKING PEACE AT MEALS

*S. Ann Mellen, M.S., R.D.
Coordinator, Health Professional
Programs
Dairy Council of Michigan*

When your child becomes a toddler, the question of what to feed him can be clouded with many concerns. What does he need? What is safe to feed him? How can I get him to eat vegetables? Sometimes you may feel meals are like a battleground. On one side, you are struggling to make sure your child eats a healthy diet. On the other hand, your toddler is struggling to gain independence while he is still dependent on you for many things.

How can you make peace? In her work with families, Ellyn Satter has determined that the most important thing is to divide the mealtime tasks between the parent and child. As a parent or caregiver, you have some essential jobs during meals, but other decisions are best left to your child. This lets him practice some independence and leaves you the time and energy for the important jobs he cannot do.

Your tasks can be divided into key areas:

1. Plan and prepare meals.
2. Arrange the eating area.
3. Set the social / emotional environment.

What is left for your child? He gets to decide the following:

1. What foods will he eat?
2. Will he eat at all?
3. How much will he eat?

DIRECTOR'S CORNER

During the past several years, public health professionals have become aware of two disturbing trends related to the incidence of communicable disease and the percentages of children fully immunized by two years of age. First, there has been a significant increase in the number of cases and the number of deaths from complications of measles. Second, the number of children fully immunized at age 2 has been dropping. Michigan rates for full immunization are below national standards for two year olds and children in licensed child care facilities.

Child care center rules require that all children in centers be immunized according to established public health statutory requirements. Family and group homes are required to obtain a signed statement from parents regarding their children's immunization status. Providers must notify parents of children in care when their own child is not fully immunized.

Given the serious implications of the lack of immunizations, there is a growing need to develop strategies to increase the number of children fully immunized and to minimize missed opportunities to immunize.

Michigan child care providers impact on roughly 250,000 children at any one time. You are in an excellent position to help reverse declining trends in immunization rates in Michigan. As caregivers of thousands of children you can help and you **can** make a difference. Centers can assure that requirements for immunizations are met 100% of the time. Family and group providers can encourage day care parents to obtain immunizations for their children.

(Continued on page 11)

That may sound a little scary at first. You might ask, "What if my child never eats any vegetables?" Don't worry, he'll come around. The key thing is sticking to your parent jobs, even when you don't like the decisions your child makes. To see how this can work, let's look more closely at the parent jobs.

Planning and preparing meals involves many important steps. You begin by setting the schedule of meals and snacks. Toddlers have small stomachs and need several snacks in addition to their meals. Eating six or more times a day is normal. That means planning the times for both snacks and meals and then trying to keep the schedule regular.

After you plan a schedule, it is important to pick foods that are nutritious. By selecting foods from the basic five food groups your child can receive a well-balanced diet. You are an important role model. Let your child see you eating nutritious foods.

It is also important to plan some simple choices for your child. For example, you could offer toast and crackers at a snack and let your child select the one he wants. He may even eat both!!

Choice is particularly important when introducing a new food. Think about introducing a new vegetable at dinner. You offer two vegetables, making one of them an old favorite and the other the new vegetable. Then, even if your child doesn't like the new vegetable on the first try, he can still have one vegetable at the meal. You can relax, rather than argue over the new vegetable. Plus, if you let him know that it is okay not to like a food at first, he will become less timid about tasting new foods in the future. If your child doesn't like a food, wait a few days and try it again. Old rejects can become new favorites.

You can help your child learn to eat well by preparing foods in ways that let him feed himself. Usually, a toddler likes foods he can pick up with his fingers. This means making the pieces small enough to eat in one bite, but not so small that they are hard to pick up.

You can also help your child eat better by offering foods in manageable portions. Toddler's portions are much smaller than adult sizes. You can begin with portions about one fourth the size of adult servings or one tablespoon for each year of age. If you begin with the small portions, your child can try several foods before he gets full. He can always ask for seconds of favorite foods.

Arranging the eating area involves having a safe place for your toddler to sit and utensils that fit his skills. It also means being prepared for the inevitable messes with washable floor mats, easily cleaned furniture, etc. With a little planning, you can find ways for your toddler to enjoy the meal, practice some feeding skills, and not demolish any furnishings.

Setting the social and emotional environment is just as important as planning meals or having safe, practical eating arrangements. This means making meals an enjoyable and relaxed time. When you stick to the jobs you need to accomplish and let your child take care of his tasks, it becomes much easier to make meals fun. You don't have to worry that he is not eating the right things or be concerned about messes. Plan ahead and then relax. Use meals as a time to talk to your child and praise him for the new things he is learning.

Like all children, your toddler may have periods when he doesn't eat much or avoids all vegetables or suddenly rejects a food he liked before. These periods can be both worrying and frustrating. However, it may surprise you that the less you worry about these brief changes, the faster your child gets back to eating well.



TODDLER NUTRITION IS MORE THAN SMALL PORTIONS

*S. Ann Mellen, M.S., R.D.
Coordinator, Health Professional
Programs
Dairy Council of Michigan*

Portions for toddlers are quite a bit smaller than adult servings. However, the nutrition needs of one to three year olds are a lot higher than you might think.

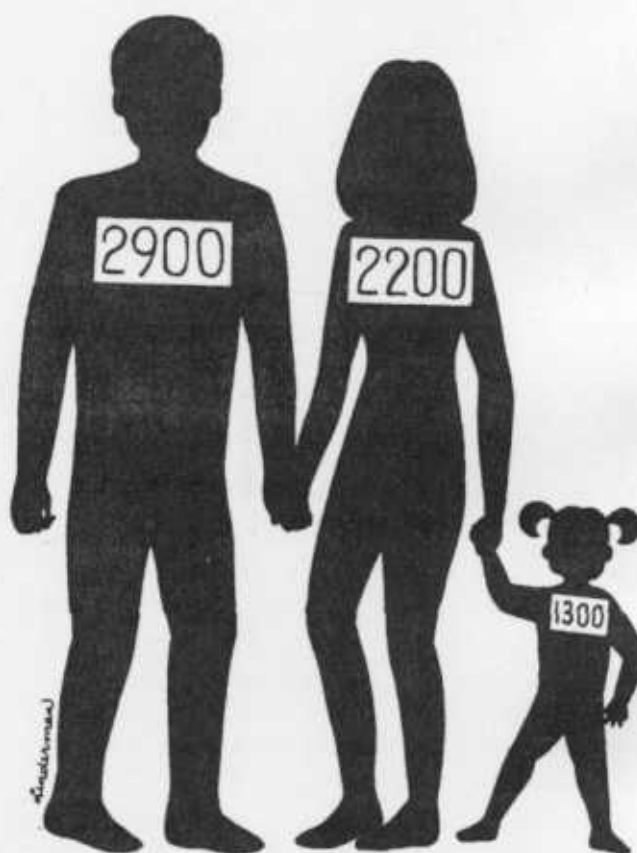
Let's look at average calorie needs. A one to three year old needs about 1,300 calories on the average. Adult men weighing 174 pounds need about 2,900 calories and adult women weighing 138 pounds need 2,200. That works out to toddlers needing roughly half of the calories of adults. Most toddlers are less than 40 pounds in weight, while adults weigh three to four times that amount. That means pound for pound, a toddler needs more energy than you do. No wonder she has to eat often.

Toddlers go through rapid growth periods, so they use energy quickly. Rapid growth can make it a challenge to get enough of other nutrients as well as calories. If you look at calcium and iron needs, for example, the requirements for toddlers are just as high as for adult men. The challenge is that the toddler has to get all that nutrition in 1,300 calories. This means, while a toddler needs more calories per pound, she also needs more nutrition in each calorie.

What is the solution? Help toddlers learn to like and eat a wide variety of nutritious foods from basic food groups.

Does that mean you never allow children sweets or other foods that are not in the basic food groups? No, that's not practical. Foods that have few nutrients and sometimes many calories are what we call "other" foods. Many sweets and some higher fat foods fall into this group. These foods **can** interfere with a child getting all the nutrition she needs. However, forcing her to eat the basic foods or forbidding "other" foods is not the most effective way to achieve good nutrition. As a caregiver, you can do many things to make basic foods fun and available, but then you have to let toddlers make the choices.

Here's one last note about vitamins for toddlers. Most toddlers can meet their nutrition needs very well from foods. The common multivitamins are not essential. In fact, it is important not to depend on the vitamins to make up for missing foods. Vitamins can't replace a food entirely. Our foods contain much more than even the most complete vitamin tablets. Fiber, for example, is in raw fruits and vegetables or whole grain breads and cereals, but not in vitamins.



THE NEW BASIC FOOD GROUPS

*Normally, pre-schoolers eat servings
one-half the size of adult servings*

Fats, oils and sweets
USE SPARINGLY



(SERVINGS ARE DAILY AMOUNT.)

BREAD, CEREAL, GRAIN, DRY BEANS, AND PASTA

Pre-School: 4+ servings
Pre-Adolescent: 4+ servings
Adults: 6-11 servings

VEGETABLES

Pre-School: 2-4 servings
Pre-Adolescent: 4+ servings
Adults: 3-5 servings

FRUIT

2-4 servings

MILK, YOGURT, AND CHEESE

Pre-School: 3 servings
Pre-Adolescent: 3+ servings
Adults: 2-3 servings

MEAT, POULTRY, FISH, EGGS AND NUTS

Pre-School: 1-2 servings
Pre-Adolescent: 2 servings
Adults: 2-3 servings

FATS, OIL

Pre-School: 2-3 teaspoons
Pre-Adolescent: no additional fats
Adults: no additional fats

Mariys Craig, Ph.D., and Alice McCarthy, Ph.D.

MEETING THE CHALLENGE OF SPECIAL DIETS

*Carole Grates, Supervisor
Genesee County*

Did you know peanut butter could be harmful to your health? This good old standby of young children's diets can cause some children to go into a severe allergic reaction that can be life threatening. Not all food allergies are this potentially harmful but providers of child care need to take some steps to assure they are not putting children at risk of a reaction.

INITIAL INTERVIEW

Parents will usually tell you immediately if a child needs to be on a special diet for health or other reasons. However, providers should request specific instructions in writing so the information is shared accurately with all staff. The instructions should include the symptoms of the allergic reaction and the emergency procedures in handling the situation.

POSTING

Posting the special food requirements or allergies for each child in the food service area helps staff to keep track of individual needs when there are many children in care. In a center where a child did go into an allergic reaction from eating peanut butter, the special needs of the child were written in his folder but not posted conspicuously. When peanut butter cookies were served for snack, he received one too!

PLANNING MENUS

Sometimes a simple substitution on the daily menu will meet the special needs of a child. When this is not possible, ask the parent to provide the food. Centers should remember to get a written agreement from the parent in this situation.

MEETING NUTRITIONAL REQUIREMENTS

Children on vegetarian diets or lactose-free diets still need their basic nutritional needs met. When you have a child in care who is following one of these types of diets, you need to become informed about the alternatives that will provide for the child's basic nutritional needs. For example, children on vegetarian diets can have their protein needs met by properly combining grain and legume (beans) products. Ask parents to provide some literature or seek it out yourself at the library or through your local extension service.

DON'T PROP THE BOTTLE

Bottle propping is the practice of using a blanket or pillow to support the bottle for an unattended infant who is too young to hold it to feed. An increased risk of choking, aspirating, ear infections and tooth decay occur when the bottle is propped.

A pattern of extensive tooth decay called "baby bottle tooth decay" may be caused by giving an infant or toddler a bottle of milk, juice or other sugary drink as a pacifier at bedtime and throughout the night. Any liquid except plain water can cause tooth decay and should therefore be avoided at bedtime and at night.

SNACKS THAT COUNT

Here are a few examples of suggested snacks:

- Cheese and or meat cubes skewered with a pretzel stick;
- Fruit kabobs: grapes, pineapple, chunks of apple, melon or berries on a skewer;
- Sandwiches made with **whole wheat** bread cut into triangles or with a seasonal cookie cutter:
 - peanut butter with jelly, honey, sliced bananas, or toasted wheat germ; tuna fish, mayonnaise with cucumbers, celery or sprouts; cream cheese with raisins, lunch meats or jelly;
- Veggie sticks or sliced fruit with or without a dip;
- Granola in small cups;
- Muffins with fruit;
- Crunchy mix: unsugared cereal and pretzel sticks coated with a melted mixture of butter or margarine, garlic powder and soy or Worcestershire sauce, heated in a shallow pan 30-45 minutes at 250 degrees.
- Apple and Peanut butter rings: core an apple, fill with peanut butter, slice to make rings;
- Ants on a log: Celery sticks filled with peanut butter or cream cheese and topped with raisins.

SKILL DEVELOPMENT

*Jean McFadden, formerly Extension Specialist
Food Service Management, M.S.U.*

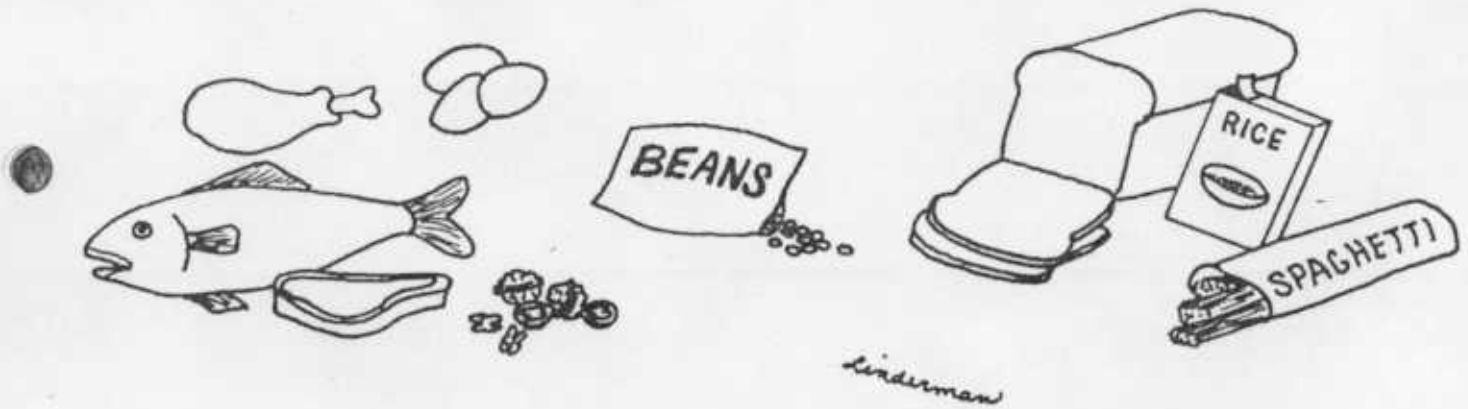
Use cooking activities to stimulate development in the areas of language skills, problem-solving, math skills, large and small muscle dexterity and social skills.

The following activities are for children ages 2-5 years and older. With the exception of group 5 activities, most children can participate in activities in all of the groups. Group 5 activities should be limited to the older age groups. Food activities work best in small groups and generally require direct supervision.

	Group 1 Gross motor & socialization	Group 2 Beginning manipulation & Eye-Hand coordination	Group 3 Both hands
Cooking skills	<ol style="list-style-type: none"> 1) Tasting 2) Dipping 3) Scrubbing 4) Tear - break up - snap 	<ol style="list-style-type: none"> 1) Wrapping 2) Pouring 3) Mixing and shaking 4) Spreading 	<ol style="list-style-type: none"> 1) Wrapping with both hands 2) Juicing 3) Peeling with fingers 4) Cracking eggs
Recipes using cooking skills	<ol style="list-style-type: none"> 1) Tasting & sitting at table <ol style="list-style-type: none"> a. variety of melons b. variety of apples, grapes and cheese c. comparison of fresh fruit d. cooking prunes 2) Dipping <ol style="list-style-type: none"> a. asparagus b. cauliflower c. raw veg. & cottage cheese d. banana dip in orange juice then in wheat germ e. fried fish 3) Scrubbing <ol style="list-style-type: none"> a. baked potato b. carrot 4) Tear, break, snap <ol style="list-style-type: none"> a. green beans b. cauliflower c. salad d. cole slaw e. asparagus f. peas - fresh peas in pod 	<ol style="list-style-type: none"> 1) Wrapping <ol style="list-style-type: none"> a. baked potato b. baked apples, apple dumpling (dough around apple slice) c. hot dog wrap-arounds d. bread on a stick 2) Pouring <ol style="list-style-type: none"> a. juice 3) Mixing & Shaking <ol style="list-style-type: none"> a. cocoa b. carrot & raisin salad c. slaw d. jello & fruit e. pancakes f. butter 4) Spreading with knife <ol style="list-style-type: none"> a. stuffed celery b. honey comb c. English muffin & marmalade d. sandwich faces e. toasted cheese rolls f. grilled cheese sandwich g. lettuce roll/peanut butter with carrot/celery stick inside 	<ol style="list-style-type: none"> 1) Rolling with both hands <ol style="list-style-type: none"> a. cheese balls b. meat balls c. cookie dough 2) Juicing <ol style="list-style-type: none"> a. orange juice b. lemonade c. banana & orange juice d. candied sweet potatoes or orange juice 3) Peeling with fingers <ol style="list-style-type: none"> a. corn b. chestnuts or almonds c. peanuts d. bananas e. cold boiled potatoes f. shelling eggs g. oranges 4) Cracking raw eggs <ol style="list-style-type: none"> a. eggnog b. bunny in a hole c. french toast - dip

2-yr-olds: Most children can do groups 1-3

3-yr-olds: Groups 2-4



Group 4
Coordination

Cooking skills

- 1) cutting with table knives
- 2) grinding
- 3) beating with egg beater

Recipes using cooking skills

- 1) Cutting with table knives
 - a. sauteed mushrooms or raw
 - b. fried potatoes
 - c. vegetable-beef soup
 - d. fried bananas
 - e. applesauce
 - f. waldorf salad
 - g. chinese vegetables
 - h. hobo stew

- 2) Grinding
 - a. peanut butter
 - b. carrot-raisin salad
 - c. shredded fried carrot
 - d. ice cream

- 3) Beating with eggbeater
 - a. eggnog
 - b. meringue on cracker
 - c. butter
 - d. popover

Group 5
Coordination/Understanding sharpness

- 1) peeling with vegetable peeler
- 2) grating
- 3) dicing with sharp knives

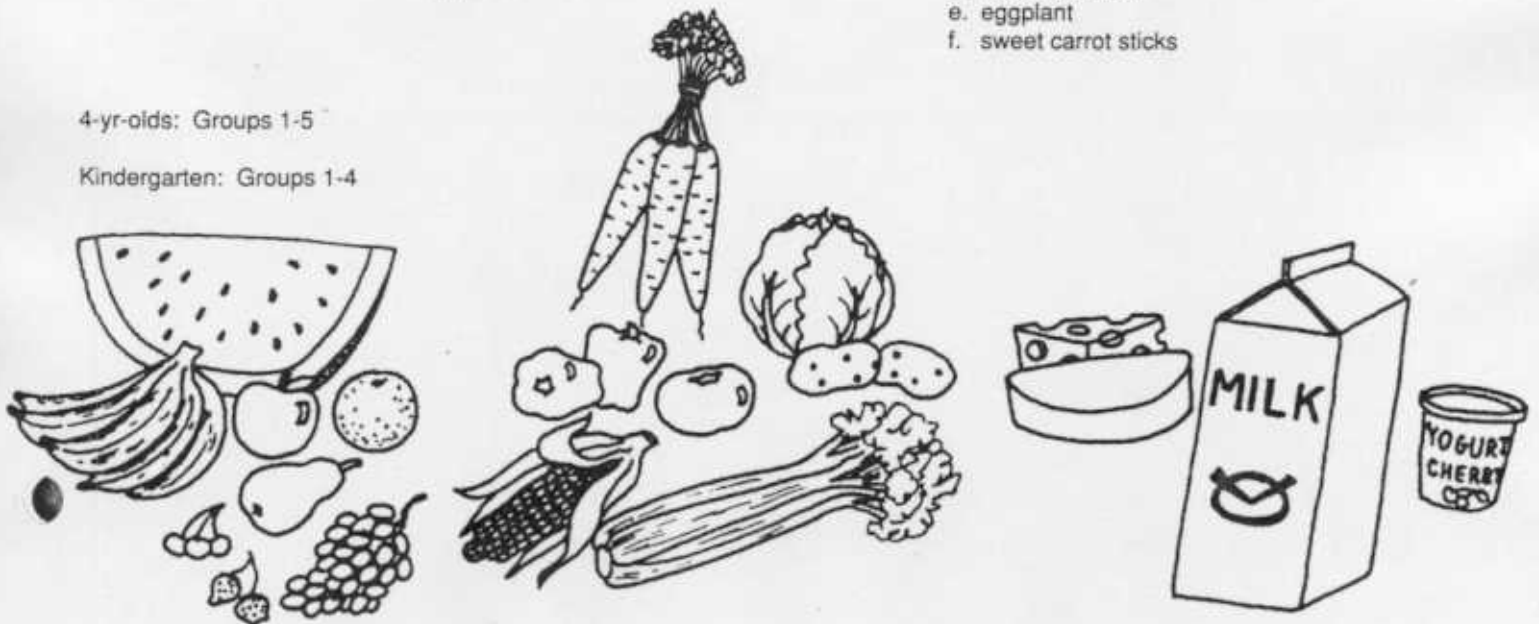
- 1) Peeling with a peeler
 - a. carrots
 - b. apples
 - c. potato
 - d. cucumber

- 2) Grating
 - a. cheese rolls
 - b. tacos
 - c. enchiladas
 - d. carrot-raisin salad
 - e. slaw
 - f. pizza

- 3) Slicing with sharp knives
 - a. bacon & zucchini
 - b. apple toast
 - c. rhubarb
 - d. vegetable soup
 - e. eggplant
 - f. sweet carrot sticks

4-yr-olds: Groups 1-5

Kindergarten: Groups 1-4



"READING" RECIPES WITH CHILDREN

*Hilde Weems
Child Care Licensing Supervisor
Oakland County*

Creating a recipe book with preschoolers is a wonderful pre-reading activity. It also provides an excellent opportunity to tell children how people use symbols to stand for real things or experiences and how we use writing to remember things for the next time.

Starting with the first cooking experience in the fall, we made large recipe pages using construction paper or cardboard. We punched three holes down the side and used large metal rings so children could turn the pages.

Playdough was usually the first project. I brought in everything needed for the experience -- ingredients, bowls, measuring utensils, newspaper, and paper towels. We also supplied pictures or cutouts of the ingredients as well as of the measuring devices and bowls.

We worked in small groups of four or five. After washing our hands, we talked about what we were making and that we would be writing down our recipe as we made the playdough. During the cooking process, children were asked to name the ingredients and describe how they tasted and felt. I would paste a picture of an ingredient and symbols for the measure on the page and then ask a child to "read" it and measure the ingredient into the bowl.

Each child was given a chance to mix the ingredients after all were measured. When the playdough was ready, children counted how many wanted a piece and then divided it. Children were also asked to read the recipe at the end of the project.

The next time we cooked, we would make a salad or corn muffins or soup or cake; but no matter what we fixed, we made another page for our recipe book. We placed the book in our reading corner and periodically "read" it and talked about what we made. When we had time to repeat a cooking experience, children could go to the recipe book and choose a recipe. After a few repeats they were delighted to realize they were "reading" the pages and could follow the directions successfully.

The keys to success for this or any activity you plan with young children are to have all the things you need ready, to work in small groups, and to repeat until everyone has had a turn, even if it takes a few days. Repetition is needed so children can develop their skills and "get good" at something. Vary what you cook, but stick to your basic routine and rules about handwashing and tasting. Most of all -- Have Fun!



HELP YOURSELF!

Angelyn M. Royce, Director
Greenhouse Montessori
Kent County

Snack time at Greenhouse Montessori is based on an open snack policy. This means that the children are able to have snack and juice at anytime they choose throughout the school day. Snacks at Greenhouse Montessori serve many purposes:

1. to re-energize those busy children with nutritious food fuel;
2. to educate the children in a number of different areas; and
3. to provide a time for social interaction with friends.

Open snack works well because children's appetites differ as the school day progresses (or even throughout the school year). Some children may have rushed out the door without receiving or finishing a complete breakfast. They may need to satisfy that hunger before **any** productive activity can take place! Some children may not have an appetite right away and may choose to have snack during the middle or end of their work cycle.

The teacher's responsibility is to have the snack area ready to go. Ideally, there will be a small shelf for snack supplies including: napkins, cups; the snack (with a small number card designating or showing a picture of how many the children should serve themselves); small tongs for choosing snack and placing on their tray; and juice in a small pitcher so that the children can pour it into their cup. Rags or towels for spills and a sponge for cleanup are necessary items, too. The snack table itself consists of 2-4 each (depending on space and how many children can handle the situation) chairs, placemats and trays. You may put a small flower arrangement in the center of the table to act as a subtle reminder that this area should be kept attractive and clean.

The reason for all of this physical preparation of the snack area is so that the children can accomplish

this task as independently as possible without having to ask for help. They take great pride in knowing they can take care of themselves so make it easy for them.

Once all of this is in place, the snack area is ready. The children know that the first step to having snack is to wash their hands. Once this is done they can choose a tray from the snack table (provided one is available) and begin the process of having snack. They only need to refer to the number card on the snack shelf to decide how many snacks to place on their tray. They pour themselves a cup of juice or milk, get a napkin and take everything to the table. Social time at the snack table is usually fun and relaxed but it can be a good time to learn about manners, too. When the child finishes his snack, he then cleans up after himself. Now he's really ready to enjoy the classroom!

Not only does this whole process allow for independence and a higher sense of self-esteem, but it also encourages fine and gross motor coordination (i.e. pouring juice, carrying tray carefully to table, washing dishes, etc.), concentration development and a sense of sequence and order to activity.

By allowing children to experience snack in this way, you are helping them to gain many important skills, both pre-academic and social that will help carry them into future learning with confidence.

Editorial Staff

Judy Gaspar	Licensing Consultant
Tina Marks	Licensing Consultant
Sandra Settergren	Licensing Consultant
Lynn Smith	Licensing Consultant
Carole Grates	Licensing Supervisor
Judy Levine	Licensing Supervisor
Sheila Linderman	Illustrator

BUDGET BREAKFASTS

by Joyce Leppard
Association for Child Development

Yes! You can serve nutritious breakfasts to your day care children at a very reasonable cost. Shop the sales, buy seasonal products, stock up on bargains, use coupons, plan a little, and you will have enough leeway to splurge now and then as well as feed those children with big appetites. The following menus meet Michigan food requirements for 3-5 year olds:

Peaches-16 oz. can-80 1 1/2 cups fruit-3 servings	27 /child
Peanut butter toast-1 lb. loaf, 20 slices-20 servings	5 /child
Peanut Butter	5 /child
Milk-1 gallon-\$2.00, 128 oz.-12 servings	<u>10 /child</u>
Total	\$.47 / child

Orange Juice-12 oz. concentrate \$1.00	
48 ox 12 servings	8 /child
Storebrand "Cheerios"-15 ox. \$2.00-15 servings	14 /child
Milk	<u>10 /child</u>
Total	\$.32 /child

Crushed pineapple-20 oz. can 80-5 servings	27 /child
English muffin-12 oz. pack 75-12 servings	7 /child
Milk	<u>10 /child</u>
Total	\$.33 /child

Pears-16 oz. can, 80, 1 1/2 cups fruit, 3 servings	27 /child
Homemade banana muffins, pack 75 to make 12	7 /child
Milk	<u>10 /child</u>
Total	\$.44 /child

Apple Juice-12 oz. concentrate \$1.00	
48 oz., 12 servings	8 /child
Shredded Wheat-17 oz. \$3.00-17 servings	18 /child
Milk	<u>10 /child</u>
Total	\$.36 child



Children's Books

- Apricot ABC* - Misha Miles, Little, Brown, 1969
- Blueberries for Sal* - Robert McCloskey - Viking Press, 1948
- Blue Boy's Vegetable Garden* - Virginia Poulet - Children's Press, 1973
- Bread, Bread, Bread* - Ann Morris - Scholastic
- Eating the Alphabet: Fruits and Vegetables A-Z* - Lois Ehlert - Gryphon House
- Everybody Cooks Rice* - Norah Dodey - Gryphon House
- Frog and Toad Together* - Arnold Lobel - Harper & Row, 1972
- Fruit* - Scholastic
- Jamberry* - Bruce Degen - Gryphon House
- Lunch* - Denise Fleming - Gryphon House
- Milk* - Donald Carrick - Greenwillow Books, 1985
- Milk Makers* - Gail Gibbons - Macmillan, 1985
- Mr. Flopp's Lunch* - Matt Novak
- Once We Went on a Picnic* - Aileen Lucia - Fisher Crowell, 1975
- Pancakes, crackers, and pizza* - Marjorie Eberts - Children's Press, 1984
- Pizza For Breakfast* - Maryann Kovalski
- Story of Johnny Appleseed* - Alike - Prentice House, 1963
- Ten Apples Up on Top* - Dr. Seuss - Beginner Books, 1961
- The Carrot Seed* - Ruth Krauss
- The Little Red Hen* - Disney
- The Very Hungry Caterpillar* - Eric Carle
- Uncle Willie and the Soup Kitchen* - Anne DiSalvo-Ryan
- Visit to the Dairy Farm* - Sandra Ziegler - Children's Press, 1987
- What's On My Plate?* - Ruth Belou Gloss

Adult Resources


1. *About Good Nutrition* - Coloring & Activities Book, Channing L. Bete Co., Inc. - 1-800-628-7733
2. *Food - Early Choices* - National Dairy Council, 6300 N. River Road, Rosemont, IL 60018-4233
3. *Infant Nutrition* - Channing L. Bete Co., Inc. - 1-800-628-7733
4. *How to Get Your Child to Eat, But Not Too Much* - Satter, Ellyn, Bell Publishing Co., Palo Alto, CA.
5. *Child of Mine: Feeding with Love & Good Sense* - Satter, Ellyn, Bell Publishing Co., Palo Alto, CA.
6. *Snacks that Count* - DSS Pub. 242 - Available free of charge from DSS

(Director's Corner Continued from page 1)

I would like to hear from you regarding our experiences with this issue. Are you seeing more and more children not being immunized? Are there things we can do which would help the situation? For example, should immunization requirements for family and group homes be similar to that of centers? Your comments on this subject are welcome. Please direct them to my attention:

Ted deWolf, Director
Child Day Care Licensing Division
Suite 1212, 235 S. Grand
P.O. Box 30037
Lansing, Michigan 48909

Thank you.



Div. of Child Day Care Licensing

MICHIGAN CHILD CARE FOOD PROGRAM

CENTERS

Some centers may be eligible for food reimbursement through the Michigan Department of Education, Child and Adult Food Program.

To be eligible center must be:

- public or private and nonprofit under Internal Revenue Service Code of 1954 or serve at least 25% enrollment of Title XX children if the agency is profit-making.
- a nonresidential child care institution.
- licensed by the Michigan Department of Social Services or by a United States Military Installation.

Rates are based on family size and income.

Reimbursement rates are adjusted annually.

HOMES

This food reimbursement program differs in eligibility requirements from center ones in that the provider is eligible to receive reimbursement for all day care children in her home. The rates are **not** based on the income level of the day care family.

Reimbursement rates are adjusted annually.

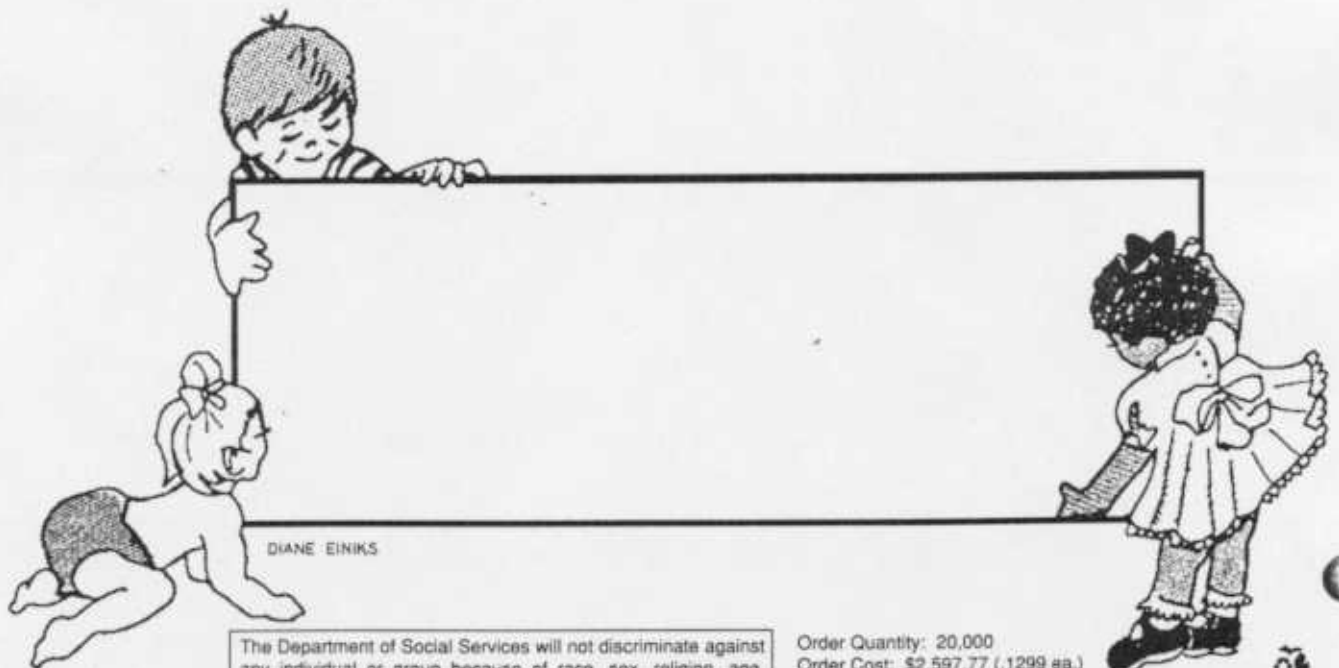
There are several sponsors throughout Michigan who provide food reimbursement monies for family and group day care homes.

For more information on both programs contact:

CHILD AND ADULT FOOD PROGRAM
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-7391

DEPARTMENT OF SOCIAL SERVICES
BUREAU OF REGULATORY SERVICES
235 S GRAND AVE
PO BOX 30037
LANSING MI 48909

BULK RATE
U.S. POSTAGE
PAID
Lansing, Michigan
Permit No. 1200



DSS Publication 37 (Rev. 6-93)

The Department of Social Services will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability or political beliefs.

Order Quantity: 20,000
Order Cost: \$2,597.77 (.1299 ea.)
Approval: MDSS Director

